**K-5 ELA Lesson Plan**

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| **Teacher: Karen Cermak-Serfass** | | **Grade: 2** | | | **Date(s)**: 8/29/2012 and 8/30/2012  Wednesday-Thursday |
| **Unit Title:**  A Story to Share | | | **Corresponding Unit Task: Task One**  **STORY MAP** | | |
| **Essential Question(s):**  **How does asking and answering questions help me understand key ideas and details while I read?**  **What is the best way to share a story with an audience?** | | | | | |
| **Materials/Resources** | | | **Essential Vocabulary** | | |
| **Teacher/Student:**   * **Chart Paper** * **Markers** * **Pencils** * **Paper** * **Art supplies** * **Vocabulary word cards** * **Document camera** * **Book baskets [biographies and character]** * **Student notebooks** * **Laminated STORY MAP anchor chart** * **Student copies of story map(s)** * **5 Star Writer Checklist anchor chart** * **Individual Student 5 Star Writer Checklist** * **Teacher edition anthology** * **Student textbooks** * **Listening center audio equipment** * **Leveled readers** | | | | **key idea story**  **plot setting**  **major events topic**  **capitalization facts**  **context clues noun**  **conventions verb**  **punctuation opinion**  **details adjectives**  **adverbs period**  **question characters**  **Lesson Vocabulary: *Tara and Tiree, Fearless Friends***   * **family** * **pull** * **listen** * **once** * **heard** * **break** | |
| **Learning Experience(s)** | | | | | |
| **Gradual Release of Responsibility:**  xModeled  xShared  xGuided Practice  xIndependent | **Reading**  **Standards:**  **RL. 2.1 Ask and answer such questions as who, what, where, why and how to demonstrate understanding of key details in the text.**  **RL. 2.3 Describe how characters in a story respond to major events and challenges.**  **RL. 2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.**  **RL 2.7 Use the information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.**  **L. 2.1 Demonstrate command of the conventions of the standard English grammar and usage when writing or speaking.**  **L. 2.4a Use sentence level context clues as a clue to the meaning of a word or phrase.**  **SL. 2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media**  **I Can Statement(s):**   * **I can identify all the elements of a story.** * **I can accurately describe my Story Map.** * **I can identify major events and challenges in a story.** * **I can share ideas about the ways characters respond to major events and challenges.** * **I can work with a partner to read a selection and determine the plot, events, and solution in a story.**   **Instructional Plan: 2 day plan- begin Wednesday and complete on Thursday**   1. **Whole Group: Teacher directs whole group discussion about the pictures on student text pp. 162-163.** 2. **Begin to MODEL a *topic organizer*: The topic is *Working Together***   **List bullet list details using the pictures as a motivator. Write details in statement sentences [reinforce *statement* conventions aloud]**   1. **\*Use this opportunity to REVIEW the classroom rules and collaboration guidelines as a way to reinforce *Working Together.*** 2. **Revisit the STORY MAP model from previous lessons using the anchor chart. [direct students to the story map models in their notebooks]** 3. **Ask students to explain the PARTS of a story with emphasis on the CHARACTERS, the PROBLEM, EVENTS, and the SOLUTION** 4. **Introduce the GRAPHIC story map. Explain the TRIANGLE is the PROBLEM/PLOT; ARROWS are the EVENTS; STAR is the solution.** 5. **Model the transfer of the anchor story map to an anchor chart model of the graphic story map.** 6. **Explain the concept of *partner reading* as collaboration. Partners will face each other, knee to knee. Each person will take a turn reading one page and then switch. Partners will help each other if needed but must be a “good listener” when not reading.** 7. **Partner/small group: Ask students to *partner read* the selection, *Tara and Tiree*.** 8. **Partners will complete the graphic story map together.** 9. **Individual work: Students will select a leveled reader and read it independently. Each student will practice the lesson vocabulary and determine the sequence of events by completing the activity sheet that accompanies the leveled reader of their choice. [assess skills]**   **[Day Two]**   1. **\*Determine the pace of the group.** 2. **Give students time to complete independent and partner activities** 3. **Work with students who need intervention strategies.** 4. **Continue to work on student testing** 5. **Partner Work: Mix up the partner groups. Partners will share their completed story map with their new partner and compare work. They will work together to revise or confirm their story map work. [assess collaboration styles and concerns]** 6. **Whole Group: Teacher directed lesson for selection, *Tara and Tiree*. a. Use the audio lesson and document camera to share the story.**   **b. Focus on story structure, sequence, and working together in directing the teacher-student question session.**  **c. Direct the review of the Story Map. Guide students to transfer their graphic story maps to the anchor chart style story maps.**   1. **Independent Work: Select several books or selections for students to read independently. Ask students to read the selection and complete a STORY MAP. [Assess students individually using Task One Rubric].** | | | | |
| **Gradual Release of Responsibility:**  xModeled  xShared  xGuided Practice  xIndependent | **Writing**  **Standards:**  **W. 2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.**  **W. 2.8 Recall information from experiences or gather information from provided sources to answer a question.**  **L. 2.1 Demonstrate command of the conventions of the standard English grammar and usage when writing or speaking.**  **L. 2.2 Demonstrate command of standard English capitalization, punctuation, and SPELLING when writing**  **L. 2.2e Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.**  **I Can Statement(s):**   * **I can demonstrate an understanding of character, setting and plot.** * **I can use my 5 Star Checklist when I write.** * **I can use my glossary and confirm the meanings of lesson words**   **Instructional Plan:**  **[See above: Reading Instructional Plan; See Below: Word Study Instructional Plan]**   1. **Whole Group : Topic Organizer: Write *statement* details** 2. **MODEL the writing conventions for punctuation and grammar as the details for the topic organizer are listed on the board.** 3. **Partner Work: Accurate completion of vocabulary lesson, story map(s)** 4. **Independent Work: Spelling Word study, vocabulary word study.**   **[Day Two]**   1. **Partner Work: Partners work together to complete the story map [informally assess student work].** 2. **Independent Work: Individual student assessment- Completion of STORY MAP. Use TASK ONE Rubric** | | | | |
| **Gradual Release of Responsibility:**  xModeled  xShared  xGuided Practice  xIndependent | **Word Study**  **Standards:**  **L. 2.2 Demonstrate command of standard English capitalization, punctuation, and SPELLING when writing**  **L. 2.2e Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.**  **L. 2.4a Use sentence level context clues as a clue to the meaning of a word or phrase.**  **I Can Statement(s):**   * **I can use a dictionary to check the meanings and spellings for my weekly word work.** * **I can successfully spell my weekly words.** * **I can demonstrate an understanding of the vocabulary lesson words.**   **Instructional Plan:**   1. **Whole Group: Play “Word Riddles” with the students.** 2. **Display the vocabulary word cards for the selection.** 3. **Describe the words with clues; i.e. number of syllables, vowel sounds, context sentence clues, etc.** 4. **Write the clues on chart paper** 5. **Guide the lesson until the students have guessed all the riddles.** 6. **Use the document camera to display a copy of the COGNITIVE DICTIONARY organizer. Select one of the vocabulary words and work through an example of how to complete the vocabulary lesson. Take this opportunity to review the *glossary* in their textbooks.** 7. **Partner Work : Partners will complete the vocabulary lesson before they start working on the “partner read” part of this lesson.** 8. **Independent Work: [spelling word study and practice] Write sentences with the spelling words, put them in ABC order, spelling pyramids, etc.** | | | | |
| **Gradual Release of Responsibility:**  xModeled  xShared  xGuided Practice  xIndependent | **Speaking & Listening**  **Standards: SL. 2.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.**  **[a.]Follow agreed upon rules for discussions…**  **[b.]Build on others’ talk in conversations by linking their comments to the remarks of others.**  **[c.]Ask for clarification and further explanation as needed about the topics and texts under discussion.**  **I Can Statement(s):**   * **I can identify the challenges and events that effect the characters and their actions.** * **I can understand the character’s problem and identify the solution.** * **I can successfully work with a partner to read a selection and complete a story map.** * **I can listen to a selection and demonstrate an understanding of story structure and sequence.**   **Instructional Plan:**  **[See above: Reading Instructional plan]**   1. **Whole Group: Teacher directs whole group discussion about the pictures on student text pp. 162-163.** 2. **Begin to MODEL a *topic organizer*: The topic is *Working Together***   **List bullet list details using the pictures as a motivator. Write details in statement sentences [reinforce *statement* conventions aloud]**   1. **\*Use this opportunity to REVIEW the classroom rules and collaboration guidelines as a way to reinforce *Working Together.*** 2. **Revisit the STORY MAP model from previous lessons using the anchor chart. [direct students to the story map models in their notebooks]** 3. **Ask students to explain the PARTS of a story with emphasis on the CHARACTERS, the PROBLEM, EVENTS, and the SOLUTION** 4. **Introduce the GRAPHIC story map. Explain the TRIANGLE is the PROBLEM/PLOT; ARROWS are the EVENTS; STAR is the solution.** 5. **Model the transfer of the anchor story map to an anchor chart model of the graphic story map.** 6. **Explain the concept of *partner reading* as collaboration. Partners will face each other, knee to knee. Each person will take a turn reading one page and then switch. Partners will help each other if needed but must be a “good listener” when not reading.**   **[Day Two]**   1. **Whole Group: Teacher directed lesson for selection, *Tara and Tiree*** 2. **Partner Work: Partners work together to revise and/or confirm their story maps [informally assess student work]** | | | | |
| **Closing/Summarizing Strategy** | * **Evidence of independent work; participation in discussions; evidence of “partner work” review of rule book; sharing of story map(s).** * **Daily review of “I Can” statements** | | | | |
| **Differentiation Strategies** | | | | | |
| **Extension** | | **Intervention** | | | **Language Development** |
| **Students will begin to explore biographies and stories using book basket selections.** | | **Small group work and partner work to assist students with story map completion, story map transfer, cognitive dictionary activity, collaboration activities.**  **Students will make CHOICES as they decide on leveled reading selections.** | | | **Vocabulary cards and Story Map Anchor Charts will be posted.** |
| **Assessment(s) & Reflection** | | | | | |
| **Assessment(s):**   * **Assessments for these standards are integrated within the plan.** * **Dibels and TRC assessments will be completed this week.** * **Baseline Writing** | | | | | |
| **Teacher Reflection:** (Next steps?) | | | | | |

*Note: This template does not reflect the lesson plans for Guided Reading.*